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which will do much to increase the meaning of music, in fact of all tone, in the life of the child, and will do much for music in the home, and for making music a natural means of expression.

P. W. DYKEMA

Swedish Folk Dances. By NILES W. BERGQUIST. New York: Barnes & Co.
\$1.50.

This second edition is a decided improvement on the first edition. The introduction by Mr. Crampton gives a brief outline of the causes leading to the present value placed on folk-dancing by educators interested in city problems, and is well worth reading.

The dances are clearly described and the information accurate. The collection is of value to playground teachers or those interested in social centers. There is one disappointment—the pictures are of Americans in America executing Swedish dances in imitation Swedish costumes. One likes the characteristics of a country preserved in as perfect a form as possible when recommending folkwork of any kind to teachers.

Surely the genuine spirit of Swedish dances can best be portrayed by Swedish people in their own country, dressed in national costume. The memory or picture of a Swedish youth on the wharf at Laksend on midsummer's eve, with his long blue coat tails swinging out behind, his white student cap pushed back on his blonde head—dancing as our men cannot, with a lightness and swing and an entire absorption in the joy of the rhythm—is surely worth more as an inspiration or model than any number of imitations given by Americans.

MARY WOOD HINMAN

Morris Dance Tunes. By JOSEPHINE BROWER. New York: H. W. Gray & Co.
The Morris Dance. By JOSEPHINE BROWER. New York: H. W. Gray & Co.

It is a help to all teachers of folkwork to have music and notes condensed, and this has been successfully accomplished by Miss Brower in her two books, *Morris Dance Tunes* and *The Morris Dance*. The dances described are appropriate for playgrounds, social centers, and public schools.

Those who do not possess the English books on morris-dances will find Miss Brower's book valuable. The steps are clearly and accurately described and the music is unabridged. Miss Brower's introduction to *Morris Dance Tunes* gives a short history of the resurrection of the old morris-dances.

Every book of this kind helps restore to us "our long-lost birthright to recreation which is not manufactured."

MARY WOOD HINMAN

A Leaf Key to the Genera of the Common Wild and Cultivated Deciduous Trees of New Jersey. By MARY F. BARRETT, State Normal School, Upper Montclair, New Jersey. 1911. Pp. 7.

This pamphlet, is designed to use leaf, bark, trunk, and twig characteristics as means of identification. Flowers and fruit are not used, and leaves constitute so nearly all of the features that are called for that it would not be possible to use the key except when leaves are available. Furthermore, the key is so meager that it

would seem impossible for general students to use it with any success unless they are constantly assisted by a teacher who has abundant information upon the many points that are omitted. Such a brief key often proves very helpful in the laboratory of the person who devises it, since the teacher may supplement as fully as is necessary, but for accurate identification of plants of any group in any general and independent way, more explicit and comprehensive descriptions are necessary.

O. W. C.

When Should a Child Begin School? By W. H. WINCH. Baltimore: Warwick and York, 1911. Pp. 96.

The question put in the title is investigated by comparing the advancement in school of pupils who have entered at different ages. In England, where the study was made, the child may enter school at the age of three and is required by law to enter at the age of five—though some children enter after five because they receive instruction at home or because of neglect. The early years are spent in an infant department. A child is advanced to the grades (or “standards”) when he reaches the proper age irrespective of the length of time he has spent in the infant department. The amount of advancement or retardation of a particular child was measured by the number of months by which he was younger or older than the standard for his grade. With this form of measurement it was found that of the children who entered before five years of age there was no difference in the advancement of those who entered early as compared with those who entered later. Those who entered after five were possibly somewhat retarded in comparison with those who entered before five. No difference was found also in the standing in examinations or the deportment or attentiveness of those who entered early or late.

Since this result seemed somewhat surprising (and to the infant-department teachers, discouraging) the author inquired whether it might be due to the fact that children from “poor” homes entered early, in the main, and thus brought down the average of the group of those who entered early. This supposition was not found to be true. We are left with the conclusion, therefore, that entrance before five does not give the child an advantage in his subsequent school career. The investigation seems to have been carefully made and the results justify the author in his conclusion. It is still possible, however, that there is a type of training, different from that given in the infant departments, which would be of advantage to the child in his later school career.

FRANK N. FREEMAN